



## CALIFORNIA STATE BOARD OF EDUCATION

### JANUARY 2012 AGENDA

#### SUBJECT

Reauthorization of the Statewide Pupil Assessment System:  
Development of the State Superintendent of Public Instruction  
Recommendations.

- ☒ Action
- ☒ Information
- ☐ Public Hearing

#### SUMMARY OF THE ISSUE(S)

Assembly Bill (AB) 250 (Brownley, 2011) requires the State Superintendent of Public Instruction (SSPI) to develop recommendations, including a plan to transition to a new system, for the reauthorization of the statewide pupil assessment system. The legislation requires that the SSPI consult with the State Board of Education (SBE) as well as specific stakeholders, in developing the SSPI recommendations and requires that the recommendations consider sixteen specific areas outlined in statute. This agenda item is the first in a series of regular updates to the SBE to gather feedback from SBE members as well as the public.

#### RECOMMENDATION

The California Department of Education (CDE) recommends that the SBE engage in discussion and activities regarding the reauthorization of the statewide pupil assessment system.

#### BRIEF HISTORY OF KEY ISSUES

AB 250 (Chapter 608, Statutes of 2011) modified California *Education Code* (EC) Section 60604.5 to clarify the legislative intent that the reauthorization of the statewide pupil assessment system conform to assessment requirements of any reauthorization of the Elementary and Secondary Education Act (ESEA) or any other federal law that effectively replaces ESEA and be aligned with the common core state standards (CCSS), with at least 85 percent of items to address the CCSS.

The law requires the SSPI to develop recommendations for the reauthorization of the statewide pupil assessment program, which includes a plan for transitioning to a system of high-quality assessments as defined in EC Section 60603. While the law specifically addresses the current Standardized Testing and Reporting (STAR) Program; the CDE believes it is appropriate to consider other current California statewide assessments, including, but not limited to, the Early Assessment Program

## **BRIEF HISTORY OF KEY ISSUES (CONT.)**

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that utilizes specific STAR assessments, the California English Language Development Test (CELDT) and the California High School Exit Examination (CAHSEE). AB 250 also requires that the SSPI's recommendations be presented to the fiscal and appropriate policy committees of the Legislature by November 1, 2012. Attachment 1 provides information regarding the required AB 250 activities.

To facilitate the development of a conceptual model that addresses each of the sixteen areas outlined in statute and help coordinate the transition to the new pupil assessment system, the CDE, with ongoing engagement with the SBE, will select an advisory committee comprised of, but not limited to, those stakeholders identified in statute (See Attachment 1, page 2). The advisory committee will take into consideration the goals set forth in the Superintendent's *A Blueprint for Great Schools*; information and data regarding the current state assessments; input from stakeholder groups identified in statute, activities related to the development of curriculum frameworks, instructional materials, and professional development modules necessary to address adopted CCSS; as well as the activities related to the development of CCSS-aligned formative and summative assessments through the SMARTER Balanced Assessment Consortium (SBAC). A "Proposed Timeline and Activities for the Development of the Superintendent's Recommendations" is provided in Attachment 2.

## **SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION**

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**June 2011:** Governor Edmund G. Brown, Jr., SSPI Tom Torlakson, and SBE President Michael Kirst signed the memorandum of understanding for California's participation as a governing state in the SBAC. California was previously a participating state in the Partnership for the Assessment of Readiness for College and Careers.

**August 2010:** Pursuant to Senate Bill X5 1, the SBE adopted the academic content standards in English language arts and mathematics as proposed by the California Academic Content Standards Commission (ACSC); the standards include the CCSS and specific additional standards that the ACSC had deemed necessary to maintain the integrity and rigor of California's already high standards.

## **FISCAL ANALYSIS (AS APPROPRIATE)**

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AB 250 requires the CDE to use federal carryover funds received pursuant to Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.), and any other available state and federal funds, to implement the act.

**ATTACHMENT(S)**

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Attachment 1: Reauthorization of Statewide Pupil Assessment System, Requirements included in AB 250 (Brownley) (4 Pages)

Attachment 2: Proposed Timeline and Activities for the Development of the Superintendent's Recommendations (2 Pages)

Attachment 3: Statewide Assessments by Grade and Content Area (4 Pages)

## **Reauthorization of Statewide Pupil Assessment System Requirements Included in AB 250 (Brownley)**

In 2010, California *Education Code (EC)* Section 60604.5 was added to state law addressing the intent of the Legislature regarding the reauthorization of the statewide pupil assessment system. In 2011, Assembly Bill (AB) 250 (Brownley) amended *EC* Section 60604.5 to:

- Require that future assessments conform to assessment requirements of any reauthorization of the federal Elementary and Secondary Education Act (ESEA) or any other federal law that effectively replaces ESEA and be aligned with common core state standards (CCSS), with at least 85 percent of items to address the CCSS
- Require the State Superintendent of Public Instruction (SSPI) to develop recommendations, in consultation with specific stakeholder groups, for the reauthorization of the statewide pupil assessment program to be reported to the fiscal and appropriate policy committees of both houses of the Legislature on or before November 1, 2012
- Require the SSPI recommendations to consider 16 specific areas and include a plan for transitioning to a system of high-quality assessments as defined in *EC* Section 60603

AB 250 amended *EC* Section 60603 to define "high-quality assessment" as follows:

(j) "High-quality assessment" means an assessment designed to measure a pupil's knowledge of, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats, including, but not limited to, items that allow for open-ended responses and items that require the completion of performance-based tasks.

A high-quality assessment should have the following characteristics:

- (1) Enable measurement of pupil achievement and pupil growth.
- (2) Be of high technical quality by being valid, reliable, fair, and aligned to standards.
- (3) Incorporate technology where appropriate.
- (4) Include the assessment of pupils with disabilities and English learners.

- (5) Use, to the extent feasible, universal design principles, as defined in Section 3 of the federal Assistive Technology Act of 1998 (29 U.S.C. Sec. 3002) in its development and administration.

*EC* Section 60603(n) defines “statewide pupil assessment system” as follows:

(n) “Statewide pupil assessment program” means the systematic achievement testing of pupils in grades 2 to 11, inclusive, pursuant to the standardized testing and reporting program under Article 4 (commencing with Section 60640) and the assessment of basic academic skills and applied academic skills, administered to pupils in grade levels specified in subdivision (c) of Section 60605, required by this chapter in all schools within each school district by means of tests designated by the state board.

AB 250 amended *EC* Section 60604.5 to require that, in developing the recommendations, the SSPI shall consult with all of the following:

- (1) The State Board of Education
- (2) The committee advising the Superintendent on the Academic Performance Index pursuant to subdivision (a) of Section 52052.5 (Public Schools Accountability Act Advisory Committee)
- (3) Measurement experts from California's public and private universities
- (4) Individuals with expertise in assessing pupils with disabilities and English learners
- (5) Teachers, administrators, and governing board members, from California's local educational agencies
- (6) Parents

The recommendations shall include, but not be limited to, a plan for transitioning to a system of high-quality assessments. The recommendations shall consider including all of the following in the reauthorized assessment system:

- (1) Aligning the assessments to the standards adopted or revised pursuant to *EC* Section 60605.8.
- (2) Implementing and incorporating any common assessments aligned with the common set of standards developed by the CCSS Initiative consortium or other interstate collaboration in which the state participates.

- (3) Conforming to the assessment requirements of any reauthorization of the federal ESEA (20 U.S.C. Sec. 6301 et seq.) or any other federal law that effectively replaces that act.
- (4) Enabling the valid, reliable, and fair measurement of achievement at a point in time and over time for groups and subgroups of pupils, and for individual pupils.
- (5) Allowing the comparison from one year to the next of an individual pupil's scale scores in each content area tested, so as to reflect the growth in that pupil's actual scores over time.
- (6) Enabling and including the valid, reliable, and fair measurement of achievement of all pupils, including pupils with disabilities and English learners.
- (7) Providing for the assessment of English learners using primary language assessments.
- (8) Ensuring that no aspect of the system creates any bias with respect to race, ethnicity, culture, religion, gender, or sexual orientation.
- (9) Incorporating a variety of item types and formats, including, but not limited to, open-ended responses and performance-based tasks.
- (10) Generating multiple measures of pupil achievement, which, when combined with other measures, can be used to determine the effectiveness of instruction and the extent of learning.
- (11) Including the assessment of science and history-social science in all grade levels at or above grade four.
- (12) Assessing a pupil's understanding of and ability to use the technology necessary for success in the 21st century classroom and workplace.
- (13) Providing for both formative and interim assessments, as those terms are defined in this chapter, in order to provide timely feedback for purposes of continually adjusting instruction to improve learning.
- (14) Making use of test administration and scoring technologies that will allow the return of test results to parents and teachers as soon as is possible in order to support instructional improvement.
- (15) Minimizing testing time while not jeopardizing the validity, reliability, fairness, or instructional usefulness of the assessment results.
- (16) Including options for diagnostic assessments for pupils in grade two.

AB 250 amended *EC* Section 60601 to extend the Standardized Testing and Reporting Program by one year to become inoperative on July 1, 2014, and would repeal the act as of January 1, 2015.

### Proposed Timeline and Activities for the Development of the Superintendent's Recommendations

The goal is to develop a conceptual model that will guide the transition to a new statewide pupil assessment system that is right for California. The table below includes a timeline and responsibilities, which are subject to change depending on the advisory committee's work.

Timeline	Advisory Committee	CDE
January 2012	—	<ul style="list-style-type: none"> <li>• Draft plan to communicate activities to local educational agencies and the public</li> <li>• Draft plan for collecting input from specific stakeholders</li> <li>• Present an overview of the CDE's plan to the SBE</li> <li>• Select the advisory committee and establish committee meeting dates</li> </ul>
February-April 2012	2-3 advisory committee meetings: <ul style="list-style-type: none"> <li>• Establish governing principles for advisory committee's work</li> <li>• Develop a conceptual model that addresses each of the sixteen areas outlined in statute</li> <li>• Examine ESEA requirements</li> <li>• Consult with SBAC staff and activities</li> <li>• Identify technical and/or policy issues and needs</li> <li>• Determine what work the Technical Advisory Group (TAG) may do to assist the advisory committee</li> <li>• Determine and address the needs of students with disabilities and English learners</li> <li>• Examine various types of assessment formats</li> </ul>	<ul style="list-style-type: none"> <li>• Identify existing resources and research appropriate state and federal documents and other state's transition plans</li> <li>• Provide resources, staff that will help coordinate advisory activities with SBAC activities</li> <li>• Draft survey questions for stakeholder focus groups</li> <li>• Schedule and conduct focus group meetings for specific stakeholder groups</li> <li>• Schedule and plan meetings, e.g., technical and accountability advisory groups</li> <li>• Plan and staff advisory committee meetings</li> <li>• Present update to SBE at the March 7-8 meeting</li> </ul>
May-June 2012	1-2 advisory committee meetings: <ul style="list-style-type: none"> <li>• Continue activities from previous meetings</li> <li>• Consider focus group input</li> </ul>	<ul style="list-style-type: none"> <li>• Present update to SBE at May 9-10 meeting</li> <li>• Plan and staff advisory committee meeting</li> </ul>



Timeline	Advisory Committee	CDE
	<ul style="list-style-type: none"> <li>• Consult with various experts</li> <li>• Continue discussions</li> <li>• Begin finalizing findings and drafting recommendations for report to the SSPI</li> </ul>	
July-August 2012	1 advisory committee meeting: <ul style="list-style-type: none"> <li>• Continue with findings and draft recommendations for report to the SSPI</li> <li>• Consult with the SSPI, SBE liaison or staff, CDE staff as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Present update to SBE at July 18-19 meeting</li> <li>• Plan and staff advisory committee meeting</li> <li>• Collect recommendations from advisory committee and draft report for the SSPI</li> </ul>
September 2012	<ul style="list-style-type: none"> <li>• May assist in the presentation of the recommendations to the SBE</li> </ul>	<ul style="list-style-type: none"> <li>• Present SSPI's recommendations to the SBE at September 12-13 meeting</li> </ul>
October 2012	—	—
November 2012		<ul style="list-style-type: none"> <li>• SSPI provides recommendations to the Legislature</li> </ul>

## Statewide Assessments by Grade and Content Area

California public school students, grades K-12, may participate in the following assessments.

- Standardized Testing and Reporting (STAR) Program:
  - California Standards Test (CST)
  - California Modified Assessment (CMA)
  - California Alternate Performance Assessment (CAPA)
  - Standards-based Tests in Spanish (STS)
  - Early Assessment Program (EAP) (in collaboration with California State University and accepted by California Community Colleges)
- California High School Exit Examination (CAHSEE)
- California English Language Development Test (CELDT)
- Physical Fitness Test (PFT)

The table below shows the tests taken by grade, the estimated average minutes needed to test, and whether or not the assessment is required by the Elementary and Secondary Education Act (ESEA).

Grade	Test	Estimated Average Minutes Tested	Required by ESEA (Title I)
2	CST ELA	150	No
	CST Mathematics	150	No
		Maximum: 300	
3	CST ELA	150	Yes
	CST Mathematics	150	Yes
		Maximum: 300	
4	CST ELA	170	Yes
	CST Writing Component of ELA	75	No
	CST Mathematics	150	Yes
		Maximum: 395	
5	CST ELA	170	Yes
	CST Mathematics	150	Yes
	CST Science	140	Yes
	PFT <sup>6</sup>	—	No
		Maximum: 460	
6	CST ELA	170	Yes
	CST Mathematics	150	Yes
		Maximum: 320	
7	CST ELA	170	Yes
	CST Writing Component of ELA	75	No
	CST Grade Level Mathematics (or Algebra I) <sup>1</sup>	150	Yes
	PFT <sup>6</sup>	—	No
		Maximum: 395	

Grade	Test	Estimated Average Minutes Tested	Required by ESEA (Title I)
8	CST ELA	170	Yes
	CST end-of-course Mathematics <sup>1</sup>	180	Yes
	CST History–Social Science	130	No
	CST Science	120	Yes
		Maximum: 600	
9	CST ELA	170	No
	CST end-of-course Mathematics <sup>1</sup>	180	No
	CST end-of-course Science <sup>2</sup>	120	No
	CST end-of-course World History <sup>3</sup>	110	No
	PFT <sup>6</sup>	—	No
		Maximum: 580	
10	CST ELA	170	No
	CST end-of-course Mathematics <sup>1</sup>	180	No
	CST end-of-course Science <sup>2</sup>	120	No
	CST Grade 10 Life Science	120	Yes
	CST end-of-course World History <sup>3</sup>	110	No
	CAHSEE ELA <sup>4</sup>	210	Yes
	CAHSEE Mathematics <sup>4</sup>	150	Yes
		Maximum: 1060	
11	CST ELA <sup>5</sup>	185 <sup>5</sup>	No
	CST end-of-course Mathematics <sup>1 5</sup>	195 <sup>5</sup>	No
	CST end-of-course Science <sup>2</sup>	120	No
	CST U.S. History	110	No
	CST end-of-course World History <sup>3</sup>	110	No
		Maximum: 720	
	CAHSEE <sup>4</sup>		
	EAP CST ELA Augmented items and a writing assessment (Voluntary)	Additional 45 minutes for writing assessment	No
	EAP CST Algebra II and High School Summative Augmented items (Voluntary)		No

<sup>1</sup> Students in grades 7–11 take mathematics tests based on course enrollment.

CST end-of-course mathematics tests: Algebra I, General Mathematics, Geometry, Algebra II, Summative High School Mathematics, Integrated Mathematics 1, 2, and 3.

<sup>2</sup> Students in grades 9–11 take science tests based on course enrollment.

CST end-of-course sciences tests: Biology, Chemistry, Earth Science, Physics, Integrated/Coordinated Science 1, 2, 3, and 4.

<sup>3</sup> Students in grades 9–11 take the CST end-of-course World History test during the grade in which they are enrolled in a World History course.

<sup>4</sup> Students who do not meet the CAHSEE requirement in grade ten may take the portions not passed up to two times in grade eleven and up to five times in grade twelve.

<sup>5</sup> The EAP multiple choice questions are included in the estimated time.

<sup>6</sup> The PFT is a battery of tests assessing six fitness areas. Some fitness areas have multiple tests; the testing time will vary depending upon the tests administered to each student. For example, for fitness area aerobic capacity, a student could take the walk test, the one-mile run, or the Progressive Aerobic Cardiovascular Endurance Run (PACER).

Students whose primary language is not English and students previously identified as English learners (ELs) who have not been reclassified as fluent English proficient (RFEP) take the CELDT in addition to other tests.

Grade	Test	Estimated Average Minutes Tested (per grade)	Required by ESEA (Title III)
K–1	CELDT	180	Yes
2–12	CELDT	145	Yes

Spanish-speaking English language learners receiving instruction in their primary language or enrolled less than 12 months in a U.S. school take the STS in addition to the CST or CMA.

Grade	Tests	Estimated Average Minutes Tested	Required by ESEA
2–3	STS ELA STS Mathematics	150	No
		150	No
		Maximum: 300	
4–7	STS ELA STS Mathematics	170	No
		150	No
		Maximum: 330	
8–11	STS ELA STS end-of-course Mathematics (Algebra I or Geometry)	170	No
		180	No
		Maximum: 350	

Eligible students with disabilities may take the CMA instead of the CST. The CMA is required per flexibility granted to California by the U.S. Department of Education (ED).

Grade	Tests	Estimated Average Minutes Tested	Required Per Flexibility Granted by ED for ESEA
3	CMA ELA CMA Mathematics	180	Yes
		140	Yes
		Maximum: 320	
4	CMA ELA CMA Writing Component of ELA CMA Mathematics	135	Yes
		75	No
		105	Yes
		Maximum: 315	
5	CMA ELA CMA Mathematics CMA Science	135	Yes
		150	Yes
		105	Yes
		Maximum: 390	
6	CMA ELA CMA Mathematics	165	Yes
		120	Yes
		Maximum: 285	

Grade	Tests	Estimated Average Minutes Tested	Required Per Flexibility Granted by ED for ESEA
7	CMA ELA CMA Writing Component of ELA CMA Grade Level Mathematics (or Algebra I)	165 75 120 Maximum: 360	Yes No Yes
8	CMA ELA CMA end-of-course Mathematics (Algebra 1 or Geometry) CMA Science	165 150  105 Maximum: 420	Yes Yes  Yes
9	CMA ELA CMA end-of-course Mathematics (Algebra 1 or Geometry)	150 150 Maximum: 300	Yes Yes
10	CMA ELA CMA end-of course Mathematics (Algebra 1 or Geometry) CMA Grade Ten Life science	150 150  105 Maximum: 405	Yes Yes  Yes
11	CMA ELA CMA end-of-course Mathematics (Algebra 1 or Geometry)	150 150 Maximum: 300	Yes Yes

Eligible students with significant cognitive disabilities take the CAPA and do not take the CST, CMA, STS or CAHSEE.

Grade	Test	Estimated Average Minutes Tested	Required by ESEA
2-11	CAPA ELA CAPA Mathematics CAPA Science	45 45 45 Maximum: 135	Yes (3-8, 10) Yes (3-8) Yes (5, 8, 10)